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ABSTRACT

Noting that multiage education continues to receive a great deal of interest as educators, legislators, and parents seek to find ways to improve educational experiences for all children, this book takes readers by the hand and guides them as they move from exploring the concept of multiage to the actual stages of implementation. As is consistent with the philosophy of multiage, the book does not suggest that there is only one right way to put multiage into practice but presents many possible avenues to beginning multiage classes. "Clipboards" and "memos" at the end of each chapter provide summaries or discussion questions for the faculty to ponder as they decide if and how to implement multiaging in their school. After a foreword by Barbara Nelson Pavan and an introduction, chapters in the book are: (1) "Why Become Multiage"; (2) "Changing the Face of Education--Successfully"; (3) "Designing the Multiage School"; (4) "Schoolwide Considerations"; (5) "Setting the Stage: Curriculum and Instruction in a Context"; (6) "Designing the Multiage Curriculum"; (7) "Implementing Your Curriculum in the Multiage Classroom"; (8) "Math in the Multiage Classroom"; and (9) "Assessment in the Multiage Classroom." Contains approximately 220 references; 17 appendixes include survey instruments, class list forms, standards for various content areas, and a list of whole language beliefs; contains a 52-item glossary). (RS)

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